

Middle and High School: Physical Activity

Module 3. Physical Education and Other Physical Activity Programs

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- Carefully read and discuss the Discussion Questions with your School Health Index team.
- On the Score card circle the most appropriate score (3–0) for each item and calculate the total score.
- Complete the Planning Questions to identify and prioritize changes that will improve policies and programs related to student health and safety.

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Module 3 Score Card

		Fully in Place	Partially in Place	Under Development	Not in place
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Physical education grading	3	2	1	0
PA.5	Prohibit substitution for physical education	3	2	1	0
PA.6	Individualized physical activity/fitness plans	3	2	1	0
PA.7	Health-related physical fitness	3	2	1	0
PA.8	Students active at least 50% of class time	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	3	2	1	0

PA.10	Physical education is enjoyable	3	2	1	0
PA.11	Promote community physical activities	3	2	1	0
PA.12	Instruction for special health care needs	3	2	1	0
PA.13	Credentialed physical education teachers	3	2	1	0
PA.14	Professional development for teachers	3	2	1	0
PA.15	Participation in extracurricular physical activity programs	3	2	1	0
PA.16	Training requirements for coaches	3	2	1	0
S.1/PA.17	Physical education safety practices	3	2	1	0
S.2/PA.18	Physical activity facilities meet safety standards	3	2	1	0
S.3/PA.19	Athletics safety requirements	3	2	1	0
For each column, add up the numbers that are circled and enter the sum in this row.					
		TOTAL POINTS: Add the four sums above and enter the total to the right.			
		MODULE SCORE = (Total Points / 57) X 100			%

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Module 3 Discussion Questions

PA.1 225 minutes of physical education per week

Do all students in each grade receive physical education* for at least 225 minutes per week** throughout the school year?

*Physical education means structured physical education classes or lessons, not physical activity breaks and not substitution of participation in a sport team, ROTC, marching band, etc., for physical education course credit.

**Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.

2 = 135-224 minutes per week for all students in each grade throughout the school year.

1 = 90-134 minutes per week for all students in each grade throughout the school year.

0 = Fewer than 90 minutes per week or not all students receive physical education throughout the school year.

PA.2 Adequate teacher/student ratio

Do physical education classes have a student/teacher ratio comparable* to that of other classes?

NOTE: Aides and volunteers should not be counted as teachers in the student/teacher ratio.

*Comparable means approximately the same number of students per teacher as in other classes.

3 = Yes.

2 = The ratio is somewhat larger (up to one and a half times larger) than the ratio for most other classes.

1 = The ratio is considerably larger (more than one and a half times larger), but there are plans to reduce it.

0 = The ratio is considerably larger (more than one and a half times larger), and there are no plans to reduce it.

PA.3 Sequential physical education curriculum consistent with standards

Do all who teach physical education use a sequential* physical education curriculum that is consistent** with state or national standards for physical education?

*Sequential means a curriculum that builds on concepts taught in preceding years.

**Consistent means that the curriculum addresses the key learning objectives identified by the standards.

National Standards for Physical Education

A physically educated person can do the following:

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Apply movement concepts and principles to the learning and development of motor skills.
3. Exhibit a physically active lifestyle.
4. Achieve and maintains a health-enhancing level of physical fitness.
5. Demonstrate responsible personal and social behavior in physical activity settings.
6. Demonstrate understanding and respect for differences among people in physical activity settings.
7. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Association for Sport and Physical Education. Moving into the Future: National

Standards for Physical Education. Boston: WCB/McGraw-Hill; 1995.

3 = Yes.

2 = Some use a sequential physical education curriculum, and it is consistent with state or national standards.

1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards.

0 = None do, or the curriculum is not sequential, or there is no physical education curriculum.

PA.4 Physical education grading

Do students earn grades for required physical education courses? Do the grades carry the same weight as grades for other subjects toward academic recognition (e.g., honor roll, class rank)?

3 = Yes. (NOTE: If the school does not give academic recognition but does give a grade, you can select 3.)

2 = Students earn grades, but the grades count less than grades for other subjects.

1 = No, but there are plans to change this procedure.

0 = No, and there are no plans to change this procedure, or there are no required physical education courses.

PA.5 Prohibit substitution for physical education

Does the school prohibit substitution* of other courses or activities for physical education?

*Prohibit substitution means that the school does not allow courses or activities such as interscholastic athletics, ROTC, marching band, cheerleading, or community athletics to be substituted for physical education courses and/or credits?

3 = Yes.

2 = Yes, but occasional exceptions are made.

1 = No, but there are plans to start prohibiting substitution.

0 = No, or there is no physical education.

PA.6 Individualized physical activity/fitness plans

Do students design and implement their own individualized physical activity/fitness plans* as part of the physical education program? Do physical education teachers provide ongoing feedback to students on progress in implementing their plans?

*Individualized physical activity/fitness plan means a written plan that contains

- assessment of fitness level (before beginning a new physical activity/fitness plan, individuals should assess their current level of fitness to help avoid injury)
- long-term and short-term personal goals for participating regularly in physical activities and maintaining or improving health-related fitness
- specific actions to achieve those goals
- timeline for taking specific actions, assessing progress, and achieving goals
- methods that will be used to record actions taken and assess progress

- rewards for achieving goals

3 = Yes.

2 = Students design and implement their own individualized plans, but teachers provide only occasional feedback.

1 = Students design and implement their own individualized plans, but teachers provide no feedback.

0 = Students do not design and implement their own individualized plans, or there is no physical education program.

PA.7 Health-related physical fitness

Does the physical education program integrate instruction* on health-related fitness** into most lessons throughout the year?

*Integrate instruction means provide opportunities for students to develop and practice skills in areas such as

- behavioral skills related to health-related fitness (e.g., goal-setting, decision-making, self-monitoring)
- assessment of health-related fitness (fitness test)
- interpretation and use of fitness test results

**Health-related fitness means cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition

3 = Yes, into most lessons.

2 = Into about half the lessons.

1 = Into fewer than half the lessons.

0 = Into none of the lessons, or there is no physical education program.

PA.8 Students active at least 50% of class time

Do teachers keep students moderately to vigorously active* at least 50% of the time** during most or all physical education class sessions?

*Moderately to vigorously active means engaging in physical activity that is equal in intensity to or more strenuous than fast walking.

**At least 50% of the time means at least half of the total time scheduled for a physical education class session.

3 = Yes, during most or all classes

2 = During about half the classes.

1 = During fewer than half the classes.

0 = During none of the classes, or there are no physical education classes

PA.9 Teachers avoid practices that result in student inactivity

Do teachers avoid using practices* that result in some students spending considerable time being inactive in physical education classes?

*Examples of such practices include

- using games that eliminate students
- having many students stand in line or on the sidelines watching others and waiting for a turn
- organizing activities in which fewer than half of the students have a piece of equipment and/or a physically active role
- allowing highly skilled students to dominate activities and games

3 = They never use such practices.

2 = They rarely use such practices.

1 = They occasionally use such practices.

0 = They frequently use such practices, or there are no physical education classes.

PA.10 Physical education is enjoyable

Do most students, including most who are athletically gifted and most who are not as athletically gifted, find physical education an enjoyable and fun experience?

3 = Yes, most of one group and most of the other group find it enjoyable.

2 = Most of one group but few of the other group find it enjoyable.

1 = Few in both groups find it enjoyable.

0 = Hardly anyone in either group find it enjoyable, or there is no physical education.

PA.11 Promote community physical activities

Does the physical education program promote student participation in a variety of community physical activity options* through three or more methods**?

*Examples of community physical activity options include clubs, teams, recreational classes, special events such as community fun runs, and use of playgrounds, parks, and bike paths.

**Examples of methods include

- class discussions
- bulletin boards
- public address announcements
- guest speakers who promote community programs
- take-home flyers
- homework assignments
- newsletter articles
- academic credit for participating in community physical activities and programs

3 = Yes, through three or more methods.

2 = The program promotes participation in a variety of community physical activity options, but through only one or two methods.

1 = The program promotes participation in only one type of community physical activity option.

0 = The program does not promote participation in community physical activity options, or there is no physical education program.

PA.12 Instruction for special health care needs

Does the physical education program consistently use instructional practices* that are appropriate for students with special health care needs**?

*Examples of such instructional practices include

- offering adapted physical education classes
- adapting physical education goals and objectives
- adapting tests, sports, and activities
- using modified equipment and facilities
- using a second teacher, aide, physical therapist, or occupational therapist to assist
- using peer teaching (e.g., teaming students without special health care needs with students who have such needs)
- allowing students to carry and administer their own medications or conduct self-testing if the parent/guardian, health care provider, and school nurse so advise

**Examples of special health care needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.

3 = Yes.

2 = The physical education program uses some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

1 = The program currently uses none of the practices, but is in the process of implementing some of them.

0 = The program uses none of the practices and there are no plans to implement them, or there is no physical education program.

PA.13 Credentialed physical education teachers

Are all physical education classes taught by credentialed* physical education teachers?

*Credentialed means teachers who have been awarded a credential by the state, permitting them to teach physical education.

3 = Yes, all are.

2 = Most classes are.

1 = Some classes are.

0 = No classes are, or there are no physical education classes.

PA.14 Professional development for teachers

Do all who teach physical education participate at least once a year in professional development/continuing education* in physical education?

*Professional development/continuing education means on-site (e.g., school, district) and off-site (e.g., city, state, national) training opportunities.

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, or no one teaches physical education.

PA.15 Participation in extracurricular physical activity programs

Do at least 50% of boys and 50% of girls participate in school-sponsored extracurricular physical activity programs*?

*Extracurricular physical activity programs include intramural activities, physical activity clubs (e.g., dance, hiking, karate), and interscholastic sports.

3 = Yes, at least 50% of boys and at least 50% of girls participate.

2 = At least 50% of one sex participate, but less than 50% of the other sex do.

1 = Less than 50% of boys and less than 50% of girls participate.

0 = There are no school-sponsored extracurricular physical activity programs.

PA.16 Training requirements for coaches

Does the school or district require all interscholastic sport coaches to have training* in the sport(s) they coach that reflects competency in the skills and knowledge outlined in the National Standards for Athletic Coaches (see standards on page 13)?

*Training means taking courses taught within a college/university professional preparation program or courses provided by the school district, community youth sports programs, or national coaching education programs.

National Standards for Athletic Coaches

The 37 standards are grouped into the following eight domains:

1. Injuries: prevention, care, and management
2. Risk management
3. Growth, development, and learning
4. Training, conditioning, and nutrition
5. Social/psychological aspects of coaching
6. Skills, tactics, and strategies
7. Teaching and administration
8. Professional preparation and development

National Association for Sport and Physical Education. Quality Coaches, Quality Sports: National Standards for Athletic Coaches. Dubuque: Kendall/Hunt; 1995.

3 = Yes.

- 2 = The school or district requires training but does not require that the training reflect competency in the skills and knowledge outlined in the National Standards for Athletic Coaches.
- 1 = The school or district does not currently require training, but is in the process of implementing required training.
- 0 = The school or district does not require training, or the school has no interscholastic sport coaches.

S.1/PA.17 Physical education safety practices

Does the physical education program implement and enforce all of the following safety practices?

- practice active supervision*
- encourage prosocial behaviors**?
- use protective clothing and safety gear that is appropriate to child's size and in good shape
- use safe, age-appropriate equipment
- minimize exposure to sun, smog, and extreme temperatures
- use infection control practices for handling blood and other body fluids

*Active supervision means using practices such as observing, listening to students, anticipating and effectively responding to unsafe situations, discouraging pushing and bullying, and promoting prosocial behaviors.**

**Prosocial behaviors are cooperation, conflict resolution, and helping others.

- 3 = Yes, all these safety practices are followed.
- 2 = All these safety practices are followed, but at times the school has temporary lapses in implementing or enforcing one of them.
- 1 = One of these safety practices is not followed, or at times the school has temporary lapses in implementing or enforcing more than one of them.
- 0 = More than one of these safety practices is not followed, or there is no physical education program.

S.2/PA.18 Physical activity facilities meet safety standards

Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance, in the following ways?

NOTE: Please disregard any standard that is not relevant for your campus.

- regular inspection and repair of indoor and outdoor playing surfaces, including those on playgrounds and sports fields
- padded goal posts and gym walls
- breakaway bases for baseball and softball
- securely anchored portable soccer goals that are stored in a locked facility when not in use
- bleachers that minimize the risk for falls
- slip-resistant surfaces near swimming pool use
- pools designed, constructed, and retrofitted to eliminate entrapment use

3 = Yes, all these safety standards are met.

2 = All these safety standards are met, but at times the school has temporary lapses in one of them

1 = One of these safety standards is not met, or at times the school has temporary lapses in more than one of them.

0 = More than one of these safety standards is not met, or there are no spaces or facilities for physical activity.

S.3/PA.19 Athletics safety requirements

Does the school athletic program implement and enforce all the following safety requirements?

- require physical examination by physician before participation
- avoid excesses in training regime that may result in injuries (e.g., heat stroke, exhaustion, dehydration, sprains, strains)
- establish criteria, including clearance by a health-care provider, before allowing further participation in practice or reentry into game play after a head injury
- reward good sportsmanship, teamwork, and adherence to safety rules
- strictly enforce prohibitions against alcohol and drug use
- strictly enforce prohibitions against violence and aggression by students, spectators, coaches, and other persons during sporting events
- strictly enforce prohibitions against dangerous athletic behaviors (e.g., spearing in football, high sticking in hockey, throwing bat in baseball)
- report all sports-related injuries to the appropriate authority

3 = Yes, all these safety requirements are met.

2 = All of these safety requirements are met, but at times the school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety requirements is not met, or at times the school has temporary lapses in implementing or enforcing more than one of them.

0 = More than one of these safety requirements are not met, or there is no school athletic program.

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Module 3 Planning Questions

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to student health and safety?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

Planning Question 3

List each of the actions identified in planning question 2 above on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the School Health Index team for implementation this year.

Importance: How important is the action to my school?

5 = Very important

3 = Moderately important

1 = Not important

Cost: How expensive would it be to plan and implement the action?

5 = Not expensive

3 = Moderately expensive

1 = Very expensive

Time: How much time and effort would it take to implement the action?

5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort

Commitment: How enthusiastic would the school community be about implementing the action?

5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic

Feasibility: How difficult would it be to complete the action?

5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 3 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?

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Division of Adolescent and School Health

National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention